

Trip to Las Vegas

Objectives:

- Students will be able to understand subject-verb agreement and use it correctly.
- Students will be able to understand the meaning of descriptive adjectives from the context and use the adjectives correctly.
- Students will be able to understand the commercial about the Grand Canyon tour and decide whether they want to visit based on the commercial.
- Students will be able to make a ticket reservation on the phone by using expressions they learned.

Materials:

- Power point slides
- Material A (Map): <http://www.las-vegas-hotel-tours.com/las-vegas-map.php>
- Material B (Grammar & Vocabulary): <http://www.usatourist.com/english/places/lasvegas/index.html>
- Material C (Vocabulary): <http://www.usatourist.com/english/places/lasvegas/index.html>
- Material D (Listening): <http://www.youtube.com/watch?v=NrGVwMggJ7Q>
- Material E (Reading & Vocabulary): <http://www.pinkjeep.com/jeep-tours/lasvegas/grand-canyon-west-rim.shtml>
- Material F (Definition cards)
- Material G (Decision making activity): http://wikitravel.org/en/Las_Vegas
- Material H (Role Card)

Procedure

1. Schema building activity: (10 minutes) (Material A)

- The instructor will show several pictures of Las Vegas on power point slides.
- The instructor will ask several schema-building questions (e.g. Have you ever been in Las Vegas? If so, what was the most interesting thing in Las Vegas? If not, what have you heard about Las Vegas?).
- The instructor will ask students to write down any adjectives related to Las Vegas.
- After asking the students what adjectives they wrote down, the instructor will list them on the blackboard.
- The instructor will give the students Material A (the map of Las Vegas).
- The students will look over the names of hotels.

2. Grammar and vocabulary activities (30 minutes) (Material B, C)

- The instructor will give Material B which explains the location of Las Vegas and

attractions in Las Vegas.

- Students will read Material B, referring to the map given to them.
- While reading this, students will be asked to guess the meanings of bold-faced adjectives from the context.
- While reading this, students will be asked to choose the correct verb form.
- The students will check their answers with their partner.
- The instructor will call on students to ask them to give the correct form.
- The instructor will give the answers for the correct verb form.
- The instructor will show the cue to guess the meaning of each adjective on the power point slide.
- Each student will be called on to guess what the meaning will be.
- After students answer, the instructor will explain the meaning of each word.
- The instructor will hand out Material C on which target adjectives are missing.
- The students will fill in the blanks without looking at Material B.
- The instructor will check the answers with the students.

3. Listening activity with vocabulary activity (30 minutes) (Material D, E, F)

- The instructor will show Material D (the commercial video clip of the Grand Canyon tour).
- The instructor will give Material E which is a part of the script from Material D.
- The instructor will give 5 definitions (Material F) to each student.
- The students will read Material E and match each definition to the word.
- The students will write down the word on the definition card.
- The students will share their answers with partners and check whether their answers are correct.
- The instructor will show the answers on power point slides.
- The instructor will show 3 questions which students will answer after watching Material D (the video clip).
- Students will watch Material D twice.
- Students will discuss their answers with partners.
- Students will answer the questions orally after discussion.
- The instructor will show the answers.

4. Decision-making activity (30 minutes) (Material G)

- The instructor will show vocabulary from Material G on the power point slide.
- The instructor will ask the students to guess the meaning from the context.
- Material G is divided into 4 parts and the instructor will hand out one part to each student.
- Then the instructor will assign each group with 4 members.
- The instructor will assign each group one of the 5 roles below:
 - a newly-married bride(groom) who will come to Las Vegas for the honeymoon trip
 - a businessman who will stay in Las Vegas for only 1 night
 - a man(woman) in his(her) 30's who will visit Las Vegas with 2 kids during Thanksgiving

- a man(woman) who will visit Las Vegas for his(her)30th wedding anniversary
- a graduate student majoring in theatrical art who will come to Las Vegas for his or her field trip
- The instructor will ask each member to decide on one attraction to visit based on their role after reading his or her part of Material G.
- The students will tell their members one attraction they want to visit and give a reason.
- The group members will decide on 3 attractions in order of preference.
- Finishing their discussion, each group will write down their 3 attractions on the blackboard.
- Other group members will guess what the roles of others are.

5. Role Play (20 minutes) (Material H)

- The instructor will ask a question about how to make a reservation if they want to see the show in Las Vegas.
- If there is a group which choose to see the show, the instructor will ask this question to that group.
- The instructor will ask the students to write down what kinds of information they have to have before making a reservation.
- The instructor will call on the students to ask about their answers.
- The instructor will write down their answers on the blackboard. (e.g. date and time on which they want to see the show, card number to pay with, how many seats they will need?)
- The instructor will ask what they may hear when they call to make a reservation.
- The students will answer. (e.g. May I help you? What is the date and time you want?)
- The instructor will give the role card (Material H) on which there are expressions they have to use.
- The students will get a different role card so that they cannot expect what their partner will say.
- Finishing the role play, the instructor will review the expressions of both roles.